

## South Royalton School

Wednesday, June 18, 2014

### Improvement Plans for Teacher Advisors (TA)

Relative to Personal Learning Plans (PLP)

Act 77 - Flexible Pathways

Presiding: Mary Waterman

**Contributing/Participating:**

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- Consideration: Documentation and 1-1  
Google Drive: Create: Document: Share & Comment

### **AGENDA TODAY:**-Ground Rules

- keep a sense of humor, no personal attacks, keep an open mind, strive for efficiency
- Overview of Act 77 and Components, SoRo School  
(See PowerPoint: lots of discussion about dual enrollment considerations)
- Conceptual Framework for PLPs (VT AOE)
- Reviewed the cycle for student PLPs and then had discussion of how this works.
- The Self-Assessment (VT AOE)
- Per our group: those who hadn't looked at it before felt it was too much on policy and that there were too many NAs/unknowns to really provide valid feedback: felt our focus in order to empower the group and minimize alarm is to first focus on "Practice" and then "Academic Standards"; others have lead roles with policy...
- The Critical Elements (VT AOE)
- A sheet to reference as we develop advisory content; decided at this point we will first develop what we think is important for a PLPs as a part of the Advisory, and then we will reference it again to make sure all of the Critical Components are in place.

### -The Student Survey summary

- Created some good discussion about the data and that we predict improvements in certain categories as we put the new Advisory system in place.

### -TAs (Teacher Advisory)

- Parts to consider/review...
  - Organization HS:
    - Advisor-advise ratio/who else to add: decided on 3 educators per grade level=10-15 students per advisor.
    - Matching-sorting students: decided that we will loop by grade; students will choose the teachers but max set per teacher.
    - Student roles/ownership; Student mentor younger: much discussion here
    - Frequency & Length/Individual vs group mtg: considering 20 min per week for now for the group, with possible extended times and supporting roles from guidance
    - Parent/Community involvement: talked about roundtables and demos
    - Observe-assess advisors: no action, but everyone will be held accountable for this.
  - Organization MS:
    - Advisor-advise ratio/who else to add: decided that more than the 3 academic educators are needed to make this work in Middle School.
  - Leadership:
    - Budget/Resource needs & Master contract considerations: no action
    - Professional time-training per advisory program: discussion on how to get everyone oriented at the start of the school year.
    - New advisor support/Struggling advisor support: important, but no decision on how.
- Next Steps: Felt the need to develop Advisory content with PLP considerations as a starting point then gather feedback to test areas and move ahead from this direction.
  - Reviewed work done by other schools including: (Poland Regional HS, Harwood, Montpelier, Danville, S. Burlington, CVU, Stowe, Science Leadership Acad, The Advisory Guide)... then started a handbook with:
    - Advisory roles/purpose, guidelines, responsibilities
    - Expectations by grade level... starting point
    - Looked at different resources: VSAC, Naviance, Dept of Labor, etc.

### -Day 2:

- Finish Draft of Handbook
- Divide and Conquer...
  - content for TAs (Teacher Advisory)
  - sharing work
- Next Phases... getting all faculty oriented with an initial orientation and having them draft ideas for TA sessions. Decided on the Monday meeting time grades 6-12 faculty at these then can divide into subgroups. How will we give students opportunities to have a say?
- *Reference if needed: (Discovering the Power of Advisories; Implementation & Application)*  
1-Content--- sheet A-19 , A-21; 2-Assessment---sheet A-27; 3-Action---sheet A-37